DOCUMENT RESUME

ED 105 991 PS 007 845

AUTHOR	Howard, Norma K., Comp.
TITLE	Sex Differences and Sex Role Development in Young Children: An Abstract Bibliography.
INSTITUTION	ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Mar 75
NOTE	33p.; Best copy available
AVAILABLE FROM	Publications Office/IREC, College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Ill. 61801 (Catalog No. 127, $1.65)
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Aggression; *Annotated Bibliographies; *Child Development; *Children; Childrens Books; Early Childhood; Elementary School Students; Locus of Control; Moral Development; Motor Development; Readiness (Mental); Self Concept; *Sex Differences; Sex Discrimination; *Sex Role; Sex Stereotypes; Social Development

ABSTRACT

This selective abstract bibliography cites recent ERIC documents on behavioral differences between preschool and elementary school girls and boys in such areas as moral judgment, school readiness, self esteem, motor performance, aggression, locus of control, and social development. Other documents cited examined sex role development and sex role stereotypes. Sex stereotypes in children's books and textbooks and suggestions for development of nonsexist teaching materials are also discussed in documents cited. Entries included are from "Resources in Education (RIE)" and from "Current Index to Journals in Education (CIJE)", January 1974 through December 1974. (Author/CS)

ED105991

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SEX DIFFERENCES AND SEX ROLE DEVELOPMENT IN YOUNG CHILDREN: AN ABSTRACT BIBLIOGRAPHY

BEST COPY AVAILABLE

Compiled by

Norma K. Howard

Available from:
Publications Office/IREC
College of Education/University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

Price: $1.65 Catalog # 127

March 1975

PS 007845

00002

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, the manuscript was submitted to the Area Committee for Early Childhood Education at the University of Illinois for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Area Committee or the National Institute of Education.

SEX DIFFERENCES AND SEX ROLE DEVELOPMENT IN YOUNG CHILDREN: AN ABSTRACT BIBLIOGRAPHY

This selective bibliography cites recent ERIC documents on behavioral differences between preschool and elementary school girls and boys in such areas as moral judgment, school readiness, self esteem, motor performance, aggression, locus of control and social development. Other documents cited examined sex role development and sex role stereotypes. Sex stereotypes in children's books and textbooks and suggestions for development of nonsexist teaching materials are also discussed in documents listed in the bibliography.

Entries included are from Resources in Education (RIE) and from Current Index to Journals in Education (CIJE), January 1974 through December 1974. Descriptor (index) terms used to search RIE and CIJE were: Sex Differences, Sex Discrimination, Sex Role and Sex Stereotypes.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except were marked microfiche only. (See ordering directions in the back of this publication.) If a publication is also available directly from other sources, availability information is listed below the abstract.

A few citations from RIE are not available through EDRS. Ordering information for these items is included with each citation. Articles cited from CIJE are available only in the journals as listed.

A recently published book which does not appear in this bibliography but is worth noting is The Psychology of Sex Differences, by Eleanor Emmons Maccoby and Carol Nagy Jacklin (Stanford University Press, Stanford,

California 1974). The authors analyze and interpret research findings of differences between girls and boys, women and men in the areas of social behavior, intellectual ability, motivation and aspirat on. A special feature of this book is an annotated bibliography of more than 1,400 research studies published since 1965 or not included in the bibliography of The Development of Sex Differences, edited by Professor Maccoby (Stanford, 1966).

References from Resources in Education (RIE)

1. Lovoie, Joseph C. A Developmental Study of Reasoning and Its Effect on Resistance to Deviation in Children o High and Low Maturity of Moral Judgment. 1973, 31p. ED 081 496

Age Differences; Cognitive Development; *Elementary School Students; *Moral Development; *Punishment; Sex Differences; *Socialization; Social Maturity

This study investigated the effects of sex of child, age, rationale focus, rationale orientation, and maturity of moral judgement on resistance to deviation in 120 children (7 to 11 years old) using the standard punishment paradigm. Children were randomly assigned to a consequence- or intentions-focused rationale with an object or person orientation in a 2x3x2 factorial design. The following predictions were made: (1) a rationale will be more effective in reducing deviation in girls, (2) deviation will decrease across age for the intentions rationale, (3) person-oriented rationales versus object orientation will increase in effectiveness with age, (4) person-oriented rationales will be more effective with girls than boys, and (5) children who are more mature in moral judgment will be less deviant. Results indicate that for all measures girls were less deviant than boys; age significantly increased latency to first deviation when the rationale focused on intentions but not consequences; person-oriented rationales tended to increase in effectiveness (that is, latency to first deviation was longer) with increasing age for boys but not girls, and children who scored high on the moral realism measure were less deviant. Content of the reasoning seemed to be a major factor in the relationship between the child's level of moral judgment and moral behavior.

2. Rubin, Rosalyn. Sex Differences in Effects of Kindergarten Attendance on Development of School Readiness and Language Skills. Research Report #10. 1970, 24p. ED 082 840

*Early Childhood Education; Early Experience; *Kindergarten; *Language Skills; Maturation; Mental Development; *Readiness (Mental); *Sex Differences

This study investigated the relative effects of kindergarten experience for boys and girls, based on considerable evidence that there is a developmental difference between the sexes around 5. Emphasis is in the areas of language and readiness skills, which are traditionally not evaluated until the end of kindergarten. Groups of 93 boys and 89 girls, matched for chronological age, were tested with the Metropolitan Readiness Test and the Illinois Test of Psycholinguistic Abilities during the summer before their 5th birthday and again 1 year later. One group attended kindergarten during the year; the other did not. Analysis of results indicates that 5-year-old girls are superior to boys in language and readiness skills prior to kindergarten entrance. Kindergarten programs, however, have a differential effect on gains in these skills for the

sexes, as the experience led to greater positive changes for boys than for girls. This finding is discussed in terms of an interaction between developmental readiness and educational programs. It is concluded that goals and practices of early childhood education programs must be re-evaluated, with greater stress on sex differences and flexible entrance and promotion policies.

3. Dinucci, James M. A Comparison of the Motor Performances of Boys and Girls in the Lower Elementary Grades. 1973, 2p. ED 083 126

Children; *Exercise (Physiology); *Motor Reactions; *Muscular Strength; *Physical Education; *Psychomotor Skills; Sex Differences

This study investigated the possible differences in motor performance between 6- to 9-year-old boys and girls. Forty-eight test items which measured muscular strength, muscular endurance, cardiovascular endurance, power, speed, agility, flexibility, and balance were administered to 238 boys and 183 girls. The T ratio indicated that boys were significantly superior to girls of corresponding age in areas of muscular strength, muscular endurance, cardiovascular endurance, power, speed, and agility. The girls were significantly superior in the areas of flexibility and static balance. No significant differences were noted in the scores for either groups on the tests for dynamic balance of modified pull-ups.

4. Pepitone, Emmy A. The Effects of Instructional Practices on Student Learning, Emotional Growth and Interpersonal Relations: II. The Teaching and Learning of Helping. Final Report. 1973, 141p. ED 083 517

*Behavior Patterns; Elementary School Students; Group Dynamics; *Performance Factors; Role Theory; *Sex Differences; *Socioeconomic Status; *Task Performance

Two studies are presented in which three fourth- or fifth-graders, assigned to five experimentally-created conditions which differed systematically in presence or absence of task-roles and group roles, were asked to cooperate in making a block-pattern on a round board. Behavior was pre-coded in various group-oriented and individual-oriented categories. A productivity index was constructed. In the first study of facilitation of cooperative behavior, cooperative goal-structures alone did not maximize occurrence of cooperative behavior. Performance was poorest when instructions assigning task-requirements and social roles were absent. Pro-social behavior and performance were significantly greater where task-requirements, task-roles and group-roles were present together. In the second study-critical evaluations-difference degrees of affect and helpfulness in evaluating the children's performance showed that criticisms, perceived as helpful and non-threatening, are related positively to achievement. Both studies explored patterns of sex differences and effects of socioeconomic variables. Recommendations are made for further research and for applications to teaching.

5. Campbell, James N.; Nadelman, Lorraine. Sex and Age Differences in Target Choice on an Aggressive Task. 1972, 20p. ED 084 027

*Age Differences; *Aggression; *Grade 2; Inhibition; Learning; Middle Class; *Preschool Children; *Sex Differences; Socialization

The role of inhibition as related to sex differences in aggression was investigated using 20 nursery school and 20 second grade children. A dart gun was employed, with choices of four targets--drawings of a boy, a girl, a zebra, and an object. There were three sessions and eight target choices per session. Choice of the human target was assumed to indicate low inhibition; choice of the object target, high inhibition. Age differences were as predicted; second graders were more inhibited than nursery school children. Sex differences were as predicted for the older children; in the younger group, girls were more aggressive than boys. Session effects interacted with age and sex to form different patterns of response for the four groups. Differences between nursery school and second grade girls were larger than differences between nursery school and second grade boys.

6. Nadelman, Lorraine. Sex Identity in American Children: Memory, Knowledge, and Preference Tests. 1973, 29p. ED 084 029

Age Differences; *Cross Cultural Studies; *Elementary School Students; Grade 3; Kindergarten Children; Parent Role; Recall (Psychological); *Sex Differences; *Social Class; Socioeconomic Influences; *Stereotypes

Recall, knowledge, and preference for masculine and feminine items were tested in 40 American, 5- and 8-year-old white boys and girls from working and professional middle class families. Children recalled, knew, and preferred same-sex items significantly more than opposite-sex items. Girls' scores were less rigidly sex-types than boys'. Older children showed greater stereotype in preference tests than younger children. Sex differences in preference scores of older children were greater in the working than middle class. In comparison to the data on English 5-year olds, American girls were less sex-typed than their English counterparts, and accounted for the predicted decrease in sex polarity of preference scores.

7. Irwin, D. Michelle; Ambron, Sueann R. Moral Judgment and Role-Taking in Children Ages Three to Seven. 1973, 60p. ED 084 033

Affective Behavior; Age Differences; Cognitive Development; *Early Childhood; Intelligence Differences; *Learning; Lower Class; Middle Class; *Moral Development; Perception; *Role Playing; Sex Differences; *Task Performance

Two studies were designed to examine the relationship between moral judgement and role-taking in young children. In study 1, 30 lower class and 30 middle class five-year-olds were presented with affective, cognitive

and perceptual role-taking tasks. Task performances were then examined in relation to four dimensions of moral judgment--blameworthiness, restitution, intentionality, and intent-consequence. Analysis of the data suggests that affective and cognitive role-taking may emerge before perceptual role-taking in young children. Also, 5-year-olds seem to best understand the notion of blameworthiness, followed by restitution, and to a lesser extent, intentionality. Study II investigated the relationship between role-taking and moral judgement in 34 kindergarten and 38 second graders, using age as a variable. Affective, cognitive and perceptual role-taking were studied in relation to the moral judgement dimensions of intentionality and restitutive justice. A significant correlation was found between role-taking and moral judgement, especially cognitive role-taking. In addition, 7-year olds had higher scores than 5-year olds on all areas of role-taking except the perceptual tasks, and 7-year olds had higher scores than 5-year olds on total moral judgment and intentionality but not on restitution. Suggestions for future research are made.

8. Wolfgang, Aaron; Potvin, Robert. Internality as a Determinant of Degree of Classroom Participation and Academic Performance Among Elementary Students. 1973, 7p. ED 085 112

*Achievement; *Classroom Participation; *Elementary School Students; Grade 6; Grade 7; Grade 8; *Locus Of Control; *Sex Differences

Homeroom teachers selected 120 students from their sixth, seventh, and eighth grade classes for this study. The subjects were categorized by teachers as high and low classroom participators. Rotter's Internal-External Locus of Control Scale was used to measure the extent to which students believed their successes were due to their own personal efforts or outside uncontrollable influences. The results indicate that for females, more internally controlled students were the highest classroom participators and earned higher grades than low participators. In contrast to the females, there were no differences in locus of control between high and low male participators. High participation males did earn higl r grades than low. No developmental changes were found in locus of control between grades 6 and 8.

9. Eron, Leonard D.; And Others. How Learning Conditions in Early Childhood - Including Mass Media - Relate to Aggression in Late Adolescence. 1973, 17p. ED 086 321

*Adolescents; *Aggression; Anti Social Behavior; Behavior Development; *Elementary School Students; *Environmental Influences; *Longitudinal Studies; Peer Relationship; Sex Differences; Socialization; Socioeconomic Influences; Sociometric Techniques; Television

This document, presented at a symposium on violence and aggression in America, reports a longitudinal study of environmental influences in the development of aggressive behavior. Subjects were 875 third graders when

originally assessed with a peer nomination technique in 1960. High, moderate, and low degrees of aggression were identified in the population, and information was collected on the following kinds of variables: (1) instigators, (2) reinforcers, (3) identification, and (4) socio-cultural. Each of these factors was significantly related to aggression in the original data analysis. In 1970, 427 of the original subjects were located and reinterviewed. The sample was overloaded with low aggression youths, indicating a relationship between residential mobility and aggressive behavior. The second assessment included retesting with the peer rating, self-reports to determine extent of aggressive habits, and administration of the MMPI. Analysis of results indicates the stability of aggressive behavior. At age 19, subjects' aggression was predicted only by identification and socio-cultural variables. Significant sex differences were apparent. Discussion focuses on socialization factors in the development of aggression, particularly sex role development and the influence of modeling through television.

10. Etaugh, Claire; Harlow, Heidi. Behaviors of Male and Female Teachers as Related to Behaviors and Attitudes of Elementary School Children. 1973, 18p. ED 086 345

    Classroom Environment; *Classroom Observation Techniques; *Classroom Research; Elementary School Students; Measurement; Sex Differences; *Student Attitudes; Student Behavior; *Student Teacher Relationship; *Teacher Attitudes; Teacher Behavior

Classroom behaviors of two male and two female teachers and 87 pupils were observed over a 3-month period. Attitudes of pupils toward teachers and school also were measured. Boys and girls did not differ on any observed behaviors, including attending, appropriate reading and writing, hand raising and inappropriate behaviors. Nevertheless, boys, as compared to girls, were scolded more by both male and female teachers and were praised more by female teachers. Boys rated male teachers more positively than female teachers whereas girls rated female teachers more positively than male teachers. Boys and girls did not differ in overall attitudes toward school.

11. Gable, Robert K.; Weinland, Thomas P. Self Concept: A Cross Cultural Study. 1973, 16p. ED 086 351

    *Cross Cultural Studies; *Cultural Differences; *Elementary School Students; Environmental Influences; *Self Concept; Sex Differences; *Social Development

This cross-cultural study investigates differences in self concept development in the United States and Denmark. The research in based on known societal and educational differences between Danish and American societies. These differences, from which hypotheses were drawn, involve (1) greater assignment of responsibility at early ages to Danish children than to American children, (2) greater commitment to the welfare state in Denmark leading to less pressure for success in the schools, and (3) superior progress in Danish society toward sexual equality. It was postulated that these differences

would be reflected in predicted differences of self concepts. Subjects were 98 Danish and 190 American fifth and sixth graders from suburban elementary schools. Self concept was assessed with a 28-item measure based on the "like me-unlike me" dimension. Results were inconclusive, but did suggest areas for further research.

12. Spaner, Steven D.; Jordan, Thomas F. An Aid-4 Analysis of Maternal Antecedents to Locus of Control-Internal (LoC-I) at Age 60 Months. 1973, 15p. ED 087 555

*Early Childhood; *Locus Of Control; Mothers; *Multiple Regression Analysis; *Parent Influence; *Predictive Ability (Testing); Research Methodology; Sex Differences

This study reports an attempt to explore within a heterogeneous population the pattern of influence which selected maternal traits exert on internal locus of control at age 5 years. Information on the relevant variables was retrieved from the computer-based data bank of the St. Louis Baby Study. The maternal traits used for prediction included the mother's age, a measure of authoritarianism, race, IQ, level of education, a measure of anxiety, and a measure of the stimulation value of the home. Locus of control scores were available for the 77 children involved. A special multiple regression analysis (automatic interaction detector, aid) was used. A brief discussion of the substantive results is followed by an extended discussion of the aid analysis.

13. Caplan, Paula J. Sex Differences in Determinants of Antisocial Behavior. 1973, 14p. ED 087 566

Academic Achievement; Aggression; Antisocial Behavior; Classroom Observation Techniques; *Elementary School Students; Moral Development; *Motivation Reactive Behavior; *Sex Differences; *Social Behavior; *Social Reinforcement

Sex differences in antisocial behavior in 20 elementary school children were explored by using two contructs: need for achievement and need for social approval. It was hypothesized that sex differences would appear only under certain conditions. For boys, more antisocial behavior would occur when the need for achievement was frustrated, while for girls, frustration of the need for social approval would produce more antisocial behavior. Results were interpreted in terms of sex stereotypes and their subsequent effects on boys and on girls.

14. Kameya, Mary Morris; Nadelman, Lorraine. Relationship of Masculinity-Femininity to Dependency and Self-Esteem. 1972, 16p. ED 087 984

*Elementary School Students; *Personality Assessment; Psychological Characteristics; Research Projects; *Self Concept Tests; *Self Esteem; *Sex Differences

Unconscious masculinity-femininity, dependency and self-esteem were respectively measured. In two group-testing sessions per child, by the short form of the Franck Drawing Completion Test, the Group Personality Projective Test, and the Rosenberg Self-Esteem Scale. Subjects were 122 sixth and seventh grade white working-class boys and girls from an industrial midwestern city. Analyses for sex, grade, and school differences reveal a significant sex difference between Franck scores (which was expected and a significant difference in self-esteem scores between the two schools, (which was unexpected). Relationships among dependency, self-esteem, and masculinity-femininity differed between sexes. For girls, there were usually low positive correlations. For boys, the relationship between self-esteem and dependency was in the hypothesized negative direction: unconscious masculinity was not related to dependency, and related to self-esteem either minimally or opposite to expectations.

15. Lavoie, Joseph C.; Adams, Gerald R. Pygmalion in the Classroom: An Experimental Investigation of the Characteristics of Children on Teacher Expectancy. 1973, 21p. ED 088 973

*Achievement Rating; Bias; Educational Diagnosis; *Elementary School Students; *Elementary School Teachers; *Expectation; Intelligence Differences; Perception; *Physical Characteristics; Prediction; Rating Scales; Sex Differences; Student Behavior; Student Evaluation; Teacher Influence

The present study investigated the effects of sex of child, level of attractiveness, and conduct on teacher ratings of academic ability, post high school training, vocation, and leadership potential. A total of 404 male and female classroom and special education (i.e., art, music physical education) teachers in grades one to six, from a large school system in a metropolitan area, received a student progress report with an attached color photograph of a boy or girl who had been previously rated as low, moderate, or high in physical attractiveness. The personal growth and attitudes section of the student progress report were manipulated so that the conduct of the student was acceptable or unacceptable. A teacher evaluation form which asked the teacher to rate the student on several ability related dimensions accompanied the student progress report. A total of 350 teachers (295 females and 55 males) or about 87 percent completed the evaluation form. The results show that children who are achievement oriented, accepted, cooperative, dependable, and self-controlled are perceived by teachers to be more academically capable and likely to achieve greater vocational success. It would appear that children with good conduct are the "chosen ones" in the elementary school, regardless of their level of physical attractiveness or sex. The prediction by teachers that poor conduct girls would be more intelligent than girls with acceptable conduct suggests that the rather passive, quiet girl is not viewed as possessing the intellectual capacity of one who is perhaps more assertive and less self-controlling. Further, girls who have high achievement motivation take on some characteristics of the male role.

16. Rose, Darel. Sleeping Beauty Awakes: Children's Literature and Sex Role Myths. 1973, 9p. ED 089 322

Adolescent Literature; *Childrens Books; *Discriminatory Attitudes (Social); Elementary Education; *Literature; Nondiscriminatory Education; Primary Education; Reading Materials; *Reading Material Selection; *Sex Discrimination; Social Attitudes; Stereotypes

Both males and females are mythologized in children's literature. The internalization of these myths has been found to have far-reaching implications for intellectual achievement and individual functioning in a democracy. Numerous studies have indicated that these sexual myths are destructive to females' self-image. Eleanor Maccoby, in her study on "Sex Differences in Intellectual Functioning," found that there is a tendency for the more passive-dependent children to perform poorly on a variety of intellectual tasks and for independent children to excel. The study further suggests that for girls and women the evidence consistently points to masculinity as a correlate of intellectuality. Several studies of children's books reveal that girls are characterized as dependent upon others: they consistently take an inactive role. The role of women in literature is only one aspect of sexism in our society. However, aware parents and educators can demand that publishers provide more than token elimination of sexism in children's books.

17. Hales, Loyde W.; Yackee, Keith. Self-Concepts, Sex, and Work Values. 1974, 7p. ED 090 459
Hard Copy not available from EDRS; microfiche only.

Career Choice; Career Education; Elementary School Students; Research Projects; Role Perception; Self Actualization; *Self Concept; *Sex Differences; *Values; *Work Attitudes

The relationship of self-concept and sex with work values was investigated. A two-factor, multivariate analysis of variance, with self-concept and sex as independent variables and work values as dependent variables, was performed on protocols collected from 99 rural elementary school pupils. No interaction was found. Both main effects were significant. Boys differed from girls in object orientation control, ideas/data, and prestige. The high self-concept group differed from the low self-concept group in self-realization, task satisfaction, and altruism. Educators wishing to modify work values must consider the self-concepts and sex of the pupil.

Availability: Mr. Loyde W. Hales, School of Applied Behavioral Sciences and Educational Leadership, College of Education, Ohio University, Athens, Ohio 45701.

18. Sheehan, Linda Devin; Allen, Vernon L. Effects of Pupil Imitation on Male and Female Tutors. 1973, 15p. ED 090 468.

*Cross Age Teaching; Elementary School Students; Identification (Psychological); *Imitation; Peer Teaching; Research Projects; *Role Models; *Sex Differences; Student Behavior; Tutoring

The present study investigated, within a role theoretical framework, the effect of different degrees of pupil imitation on male and female tutors' attitudes. Seventy-two sixth-grade boys and girls tutored second graders

of the same sex. A 3 (pupil imitation: high, medium, and low) x 2 (pupil liking: high and medium) x 2 (sex) factorial design was used. The major finding was an interaction between imitation and sex: the greater the pupils' imitation of them, the less male tutors liked their pupils and the more female tutors liked theirs (P. less than .02). Implications for the cross-age relationships of students of different sexes and for elementary school tutoring programs are discussed.

19. Pepitone, Emmy A. Patterns of Interdependence in Cooperative Work of Elementary School Children. 1973, 35p. ED 091 047

Behavior Development; *Elementary School Students; *Role Perception; *Sex Differences; *Social Behavior; Social Psychology; *Task Performance

This study investigated the social behavior patterns of children who worked on a cooperative task. Several ways of increasing interdependence were explored, and the effects of such methods on task performance were determined. Seventy-six same-sex triads of fourth and fifth graders were asked to cooperate in making a block-picture on a round board. All conditions included goal-interdependence; they differed systematically in presence of task requirements, task roles, and group roles. Behavior was precoded in various group-oriented and individual-oriented categories. A productivity index was constructed. As hypothesized, goal-interdependence alone did not maximize occurrence of cooperative behavior. Performance was poorest when task requirements and role assignments were absent. Pro-social behavior and performance was significantly greater where task requirements, task roles, and group roles were present together. A strong consistent pattern of sex differences was found, with boys showing greater independence from experimental role-inductions.

20. Greenberg, Selma B.; Peck, Lucy F. A Study of Preschoolers' Spontaneous Social Interaction Patterns in Three Settings: 11 Female, All Male and Coed. 1974, 4p. ED 092 254

*Behavioral Science Research; *Behavior Patterns; Peer Relationship; *Preschool Children; *Sex Role; *Social Behavior

This study investigated sex role behaviors, perceptions, and aspiration levels in 3-, 4-, and 5-year-old children. Focus was on social interaction in situations free of adult attention. Six parties were conducted and videotaped in the familiar setting of the preschool classroom. Seventy-seven preschoolers attended these parties which were composed of all girls, all boys, or a mixture of both sexes. Analysis of data did indicate that differential social behavior patterns were exhibited by various groups. Results are discussed in terms of implications for educational strategies.

21. Donaldson, Marcia Jackson. Development of Understanding of Selected Science Phenomena in Young Children. 1973, 253p. ED 092 340

Document not available from EDRS.

*Cognitive Development; Comprehension Development; Development; Doctoral Theses; Educational Research; *Elementary School Students; *Kindergarten Children; *Racial Factors; Science Education; Sex Differences; *Socioeconomic Status

The major purpose of this study was to investigate developmental patterns of understandings of four types of selected phenomena possessed by economically and racially different boys and girls. A total of 64 boys and girls, 32 blacks and 32 whites, were selected from Head Start, kindergarten, nursery, and primary schooling environments and then divided according to age and sex. Using a demonstration interview technique, the sample was examined regarding their understandings of the selected natural science phenomena. Each interview was videotaped. Attention was given to nonverbal and verbal responses. A rating of responses was applied by the investigator before treating and analyzing the data. A T-test and an analysis of variance were used (.05 level) to determine existing differences between and within groups. The study revealed that a significant ratio of variation existed between groups when classified according to sex, race, and age. Boys' understandings of such phenomena as electricity, seeds, human body, rockets, and evaporation were significantly greater than girls'. Older children had a significantly greater understanding than younger. The upper socioeconomic children had greater understanding than the lower. There was no significant difference between black children and white. Children's nonverbal response behavior was most evident in the area of rockets and space travel. Availability: University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 73-20,002, MF-$5.00, Xerography-$11.00)

22. Sex-Stereotyping in Child Care. Non-Sexist Child Development Project. 1973, 14p. ED 093 476

*Bibliographies; Childrens Books; *Early Childhood Education; *Instructional Materials; *Nondiscriminatory Education; Preschool Curriculum; Role Models; *Sex Role; Stereotypes

This paper describes some of the activities of the Women's Action Alliance, a technical assistance organization designed to establish a teacher/parent consciousness raising program, and to develop an early childhood nonsexist curriculum program. Included is a list of a variety of nonsexist instructional materials (children's toys, pictures, records, dolls, books, etc.). There is also an annotated bibliography of nonsexist picture books for children and background readings in sex-role stereotyping for adults.

23. Torop, Nancy R. The Effects of Adult Evaluation on Elementary School Children's Work and Social Interaction: An Experimental Study of Affective Tone and Helpfulness. 1974, 27p. ED 093 986

Elementary School Students; *Feedback; Negative Reinforcement; Positive Reinforcement; Sex Differences; *Social Relations; *Student Behavior; *Student Evaluation

This investigation was concerned with the effects of negative evaluations by an adult on elementary school children's social interactions and performance. A two-component theory of evaluation called for experimental

creation of evaluative comments which involved two degrees of strength of criticism and two degrees of helpful information provided by the criticisms. While the major hypotheses were generally confirmed, significant interaction effects between evaluative variables and sex of pupils occurred. Implications for the use of teacher evaluation in the classroom and the use of experimentally controlled simulated classroom techniques for social psychological educational research are discussed.

24. Education for Survival. Sex Role Stereotypes Project. Final Report. 1973, 96p. ED 094 299

Behavior Change; Elementary Schools; *Nondiscriminatory Education; Research Projects; Secondary Schools; Sex Role; *Sex Stereotypes; Social Attitudes; Socialization; *Student Attitudes; *Teacher Attitudes

This report summarizes one year's efforts to examine sex role stereotypes in elementary and secondary education. It makes an empirical approach to determining how sex role stereotypes are manifested in schools. Traditional techniques of literature review are used to collect data, but the real emphasis is on involving individuals and organizations currently working in this area. A national conference was held as a means of exchanging information and of providing a stimulus for similar activities on the state level. The report is organized into two major sections. The first section outlines the objectives of the total proposal, and is offered as documentation of the project and as a guide for groups who may be developing similar programs. The second section presents a more detailed description of the national conference and the followup activities.

25. Brenner, Anton; Scott, Leland H. School Readiness Factor Analyzed. 1971, 44p. ED 094 862

*Factor Analysis; Learning Readiness; Maturity Tests; Middle Class; Physical Development; *Preschool Programs; *Readiness; Readiness (Mental); Reading Readiness; *Research Methodology; *School Readiness Tests; Sex Differences; Standardized Tests; Statistical Analysis; Teacher Attitudes

This paper is an empirical statistical analysis and interpretation of data relating to school readiness previously examined and reported on a theoretical basis. A total of 118 white, middle class children from six consecutive kindergarten groups in Dearborn, Michigan, were tested with seven instruments, evaluated in terms of achievement, ability, and overall maturity by their teachers, and physically examined and X-rayed. In comparing these diversified bodies of information, which also included sex and chronological age, 69 independent variables related to school readiness were counted which represented the range of phenomena to be factor analyzed. Performance of the analysis permitted the synthesis of new entities, or factors, which were far fewer in number than the initial raw variables. Analysis findings revealed seven facets of readiness which together are basic determinants of overall school readiness. They included cognitive readiness, chronological age,

reading readiness, body of knowledge, perceptual differentiation, physical development status, and biochemical maturity factor. In the interpretation of each factor, the most highly loaded variables are listed and examined. Discussion focuses on the changed readiness concept, sex differences, chronological age, the importance of knowledge, and the accomplishments, limitations, and implications of this factor analysis.

Also available from: The Merrill-Palmer Institute, 71 E. Ferry Avenue, Detroit, Michigan 48202 ($0.25)

References from Current Index to Journals in Education (CIJE)

1. Halverson, Charles F., Jr.; Waldrop, Mary F. The Relations of Mechanically Recorded Activity Level to Varieties of Preschool Play Behavior. Child Development, v44 n3 pp678-681 Sep 1973, EJ 086 612

*Preschool Children; *Play; *Sex Differences; *Generalization; Observation; Mechanical Equipment; Teacher Rating; School Activities

2. Nilsen, Alleen P. Books A La Mode: A Reader's Digest. Elementary English, v50 n7 pp1029-1033 Oct 1973, EJ 087 577

*Childrens Books; *Sex Discrimination; *Role Perception; *Stereotypes; *Textbook Content; Content Analysis; Primary Grades; Females

Discusses the contents of children's literature and textbooks written for children which perpetuate sexual stereotypes of females.

3. Graves, Donald H. Sex Differences in Children's Writing. Elementary English, v50 n7 pp1101-1106 Oct 1973, EJ 087 589

*Sex Differences; *Elementary School Students; *Creative Writing; *Teaching Techniques; *Language Research; Elementary Education

Addresses a plea for exacting, longitudinal observations of children in their development as boys and girls through the writing process.

4. Reuter, Jeanette; Yunik, Gladys. Social Interaction in Nursery Schools. Developmental Psychology, v9 n3 pp319-325 Nov 1973, EJ 088 184

*Preschool Education; *Comparative Analysis; *Social Relations; *Social Environment; *Classroom Observation Techniques; Social Influences; Social Development; Age Differences; Sex Differences; Peer Relationship

Compares the frequency of peer and adult interactions, mean duration of social interactions, and amount of misbehavior in children attending Montessori, university laboratory and parent cooperative preschools.

5. Dmitruk, Victor M. A Test of the Validity of Two Methods of Selecting Incentives for Research with Children. Developmental Psychology, v9 n3 pp338-342 Nov 1973, EJ 088 187

*Early Childhood; *Reinforcement; *Motivation; *Rewards; Age Differences; Sex Differences; Elementary School Students

A study of children's incentive preferences revealed reliable age and sex differences, and significant discrepancies with adults' estimates of what children like. Implications for research with children are discussed.

6. Levine, Marion Heineman; Sutton-Smith, Brian. Effects of Age, Sex, and Task on Visual Behavior during Dyadic Interaction. Developmental Psychology, v9 n3 pp400-405 Nov 1973, EJ 088 195

*Eye Movements; *Elementary School Students; *Adults; *Social Development; *Adolescents; Sex Differences; Social Behavior; Nonverbal Communication; Age Differences; Verbal Communication; Visual Perception

The interpersonal visual behavior of subjects of various ages was studied as they (1) conversed, and (2) participated in a block construction task with a partner of the same sex and same age.

7. Lefkowitz, Monroe M.; And Others. Preference for Televised Contact Sports as Related to Sex Differences in Aggression. Developmental Psychology, v9 n3 pp417-420 Nov 1973, EJ 088 198

*Athletics; *Elementary School Students; *Adolescents; *Aggression; *Television; Longitudinal Studies; Sex Differences; Rating Scales; Child Rearing; Socialization

This longitudinal study investigated the relationship between watching televised contact sports and displaying aggressive behavior. Findings point out sex differences which are discussed in terms of child rearing practices.

8. Greenberg, Selma B. Attitudes of Elementary and Secondary Students toward Increased Social, Economic, and Political Participation by Women. Journal of Educational Research, v67 n4 pp147-152 Dec 1973, EJ 088 709

*Feminism; *Student Attitudes; Females; Sex Discrimination; Sex Differences; Secondary School Students; Elementary Schools

This study used a questionnaire to determine how elementary and secondary students view demands of women for greater opportunities to participate in the social, economic, and political spheres.

9. Wylie, Richard E. Sex Roles in a Changing Society. Childhood Education, v50 n2 pp115-117 Nov 1973, EJ 089 978

*Early Childhood Education; *Elementary School Students; *Sex Differences; *Self Concept; *Stereotypes; Socialization

Discusses sex-role research and important factors to be considered in relation to a child's sex-role development.

10. Kourilsky, Marilyn. Economics through Fable Simulations. Elementary School Journal, v74 n3 pp149-157 Dec 1973, EJ 089 984

*Elementary School Students; *Economic Education; *Concept Formation; Instructional Innovation; Sex Differences; Cultural Factors; Fables; Instructional Materials

Describes a study designed to determine the level of sophistication at which 4th graders would learn concepts of economics when a fable-simulation instructional method was used. Also ethnic and sex differences in learning economic concepts were investigated.

11. Parish, Charles R.; Wheatley, Grayson H. Sex of Experimenter as a Variable in Piagetian Conservation Assessment. Journal of Genetic Psychology, v123 (2nd half) pp273-278 Dec 1973, EJ 090 021

*Conservation (Concept); *Behavioral Science Research; *Sex Differences; *Elementary School Students

Study results indicate that sex of experimenter appears to be an important factor in conservation assessment at the lower elementary level.

12. Edwards, J.B. Chosen Ideal Person, Least Ideal Person, and Judgments about Moral Wickedness: A Developmental Study. Journal of Moral Education, v3 n1 pp379-399 Oct 1973, EJ 090 672

*Moral Values; *Children; *Decision Making; *Moral Development; *Methodology; Psychological Studies; Prediction; Tables (Data); Age Differences; Sex Differences

Article considered the ethical ideals in children by investigating the child's description of the ideal person and also that of the wicked person.

13. Cooker, Philip G. Vocational Values of Children in Grades Four, Five, and Six. Elementary School Guidance and Counseling, v8 n2 pp112-117 Dec 1973, EJ 090 880

*Sex Differences; *Personal Values; *Vocational Development; *Vocational Interests; *Age Differences; Elementary School Students; Occupational Guidance; Occupational Choice

The short form vocational values inventory (SFVVI), used to assess vocational values, indicated that there did not appear to be much difference in the way fourth, fifth and sixth graders select vocational values other than altruism.

14. Berry, Franklin; And Others. Picture Recognition by Preschool Children. Journal of Psychology, v86 pp131-138 Jan 1974, EJ 091 088

*Early Childhood; *Verbal Learning; *Pictorial Stimuli; *Language Development; Sex Differences; Age Differences; Child Development

Discusses the interaction of age and sex factors on consistency of recognition of 71 Peabody Picture Vocabulary Test pictures by preschool children.

15. Hilton, Thomas L.; Berglund, Gosta W. Sex Differences in Mathematics Achievement--A Longitudinal Study. Journal of Educational Research, v67 n5 pp231-237 Jan 1974, EJ 091 985

*Sex Differences; *Mathematics; *Academic Achievement; Elementary Grades

16. Pishkin, Vladimir; Willis, Diane J. Age, Sex and Socioeconomic Factors in Concept Identification. Psychology in the Schools, v11 n1 pp80-84 Jan 1974, EJ 092 503

*Cultural Disadvantagement; *Lower Class Students; *Learning Difficulties; *Concept Formation; Sex Differences; Elementary School Students; Educational Research

This study uses a concept identification task composed of geometric figures to compare male and female kindergarten, first- and second-grade, lower class and middle class children on concept identification performance.

17. Gollin, Eugene S.; And Others. Relational Learning of a Size Concept. Developmental Psychology, v10 n1 pp101-107 Jan 1974, EJ 093 382

*Serial Ordering; *Early Childhood; *Discrimination Learning; *Learning Processes; Age Differences; Sex Differences

The solution of relational size problems was facilit :ed when children were told to find the smallest member of the series. Children who could not do so could not solve the problem.

18. Kanfer, Frederick H.; Zich, Jane. Self-Control Training: The Effects of External Control on Children's Resistance to Temptation. Developmental Psychology, v10 n1 pp108-115 Jan 1974, EJ 093 383

*Early Childhood *Self Control; *Locus of Control; *Socialization; *Reinforcement; Sex Differences

The effects of extent and kind of external control during training on later resistance to temptation were examined in preschool children. Boys transgressed significantly more quickly than girls.

19. Laosa, Luis M.; And Others. Perceptual-Cognitive and Personality Development of Mexican and Anglo-American Children as Measured by Human Figure Drawings. Developmental Psychology, v10 n1 pp131-139 Jan 1974, EJ 093 386

*Longitudinal Studies; *Cross Cultural Studies; *Measurement; *Cultural Differences; *Sex Differences; Cross Sectional Studies; Elementary School Students; Adolescents; Socioeconomic Status

20. Leventhal, Gerald S.; And Others. Equity or Equality in Children's Allocation of Reward to Other Per-ons? Child Development, v44 n4 pp752-763 Dec 1973, EJ 093 396

*Preschool Children; *Rewards; *Sex Differences; *Socialization

Preschool children tended to give better performers a higher reward rather than dividing equally. This tendency was stronger in boys, unless the children believed a female adult would judge the appropriateness of the distribution of reward.

21. Serbin, Lisa A.; And Others. A Comparison of Teacher Response to the Preacademic and Problem Behavior of Boys and Girls. Child Development, v44 n4 pp796-804 Dec 1973, EJ 093 402

*Sex Differences; *Teacher Behavior; *Preschool Children; *Socialization; Aggression; Classroom Observation Techniques; Student Teacher Relationship; Behavior Problems; Academic Failure

Examined the nature of teacher responses to preschoolers' problem and preacademic behavior as a function of sex. Teachers generally responded more frequently to boys.

22. Wheeler, Kirk; Wheeler, Mary. The Lack of Male Teachers - Does It Hurt Boys? Instructor, v83 n8 p24 Apr 1974, EJ 093 809

*Teacher Characteristics; *Sex Differences; *Males; *Student Teacher Relationship; *Elementary School Students; Interaction; Reading Ability; Females; Educational Research

Article investigated the problem of student teacher relationship and the sex of the teacher as it influenced student performance in the classroom.

23. Jones, Bartlett C. Male Pupils Vs. Sexist Educators. Educational Forum, v38 n3 pp315-320 Mar 1974, EJ 093 937

*Males; *Females; *Academic Achievement; *Sex Discrimination; *Academic Failure; Child Development; Social Values; School Role; Culture Conflict; Elementary Schools

Following several women scholars, I should like to review the discouragement, cruelty (both mental and physical), and discrimination suffered by males at school, where females excel at least through college, and to present proof that young males have repeatedly rebelled against sexist educators. (Author annotation)

24. Aldous, Joan. Family Background Factors and Originality in Children. Gifted Child Quarterly, v17 n3 pp183-192 Fall 1973, EJ 096 103

*Exceptional Child Research; *Gifted; *Elementary School Students; *Creativity; *Performance Factors; Sex Differences; Socioeconomic Status; Family Influence; Group Structure

Examined were factors of sex, social class, family size, ordinal position, and school class composition (blue or white collar) on the originality of 309 male and 311 female third grade children in a suburban and an urban district.

25. Montemayor, Raymond. Children's Performance in a Game and Their Attraction to It as a Function of Sex-Typed Labels. Child Development, v45 n1 pp152-156 Mar 1974, EJ 096 719

*Elementary School Students; *Sex Differences; *Childrens Games; *Role Models; *Childhood Attitudes

Elementary school children played a game labeled either sex-appropriate, sex-neutral or sex-inappropriate. Measures of performance and attractiveness of the game were obtained. Sex differences were noted.

26. Hartup, Willard W. Aggression in Childhood: Developmental Perspectives. American Psychologist, v29 n5 pp336-341 May 1974, EJ 097 211

*Early Childhood; *Aggression; *Psychological Studies; *Child Psychology; *Developmental Psychology; Sex Differences; Hostility; Violence

This research points the way toward a more complete functional analysis of aggression in children's social interaction.

27. Lavoie, Joseph C. Cognitive Determinants of Resistance to Deviation in Seven-, Nine-, and Eleven-Year-Old Children of Low and High Maturity of Moral Judgment. Developmental Psychology, v10 n3 pp393-403 May 1974, EJ 098 290

*Elementary School Students; *Moral Development; *Maturation; *Cognitive Development; Sex Differences; Age Differences

28. Demos, John. The American Family in Past Time. American Scholar, v43 n3 pp422-446 Summer 1974, EJ 098 832

*American History; *Family Life; *Family Structure; *Family Attitudes; *Family Relationship; Values; Females; Children; Sex Differences; Social Change

Considered the evolution of the family, its past as a unit for molding social values, and its future influence in America.

29. Primavera, Louis H. The Relationship between Self-Esteem and Academic Achievement: An Investigation of Sex Differences. Psychology in the Schools, v11 n2 pp213-216 1974, EJ 099 070

*Self Concept; *Academic Achievement; *Self Esteem; *Performance Factors; Elementary School Students; Sex Differences; Student Behavior

Study subjects were 180 fifth and sixth grade Catholic students. Results indicate that a positive relationship is always present in girls but not in boys.

30. Silver, Stan. Sex Role Stereotyping in the Public Schools. APSS Know How, v25 n10 pp1-3 Jun 1974, EJ 099 412

*Sex Discrimination; *Sex Role; *Feminism; Sex Differences; Elementary Schools; Secondary Schools; Literature Reviews

Presents a review of the literature that details the harmful effects on children of sex bias in the schools. Looks at the battle of roles between the sexes, the plight of adult women, sex bias in children, and sexism in the classroom.

31. Daehler, Marvin W.; Bukatko, Danuta. Discrimination Learning in Two-Year-Olds. Child Development, v45 n2 pp378-382 Jun 1974, EJ 099 924

*Discrimination Learning; *Preschool Children; *Perceptual Development; *Visual Stimuli; Sex Differences; Age Differences; Learning

Discrimination learning studied in 3-year-olds, indicated that children over 30 months of age did better than younger children, and girls learned faster than boys after the first problem.

32. Jackaway, Rita. Sex Differences in the Development of Fear of Success. Child Study Journal, v4 n2 pp71-80 1974, EJ 099 959

*Achievement; *Sex Differences; *Psychological Patterns; *Fear; *Motivation; Success Factors; Age Differences; High School Students; Junior High School Students; Elementary School Students

To determine if sex differences exist in the development of fear of success, 120 male and female subjects between nine and 17 years of age were given male or female verbal cues from which they were asked to write themes. Sex differences in fear of success motivation were not found.

33. Newhouse, Robert C. Reinforcement-Responsibility Differences in Birth Order, Grade Level, and Sex of Children in Grades 4, 5, and 6. Psychological Reports, v34 n3 pt1 pp699-705 Jun 1974, EJ 100 146

*Birth Order; *Locus of Control; *Reinforcement; Sex Differences; Age Differences; Self Concept; Elementary School Students; Predictor Variables; Psychological Studies

Children in various ordinal birth positions, grade levels, and sex roles perceive differently the degree of responsibility they assume for their successes and/or failures.

34. Lobban, Glenys. Sex-Roles in Reading Schemes. Forum for the Discussion of New Trends in Education, v16 n2 pp57-60 Spring 1974, EJ 100 453

*Sex Discrimination; *Role Perception; *Children; *Reading Materials; *Childhood Attitudes; Females; Males; Tables (Data); Educational Policy

Author contended that no broad-ranging study of the way sex-roles are presented in British reading schemes exists. In this article he described a preliminary study on sex-role content in readers in order to remedy this lack of information.

35. Caplan, Paula J.; Kinsbourne, Marcel. Sex Differences in Response to School Failure. Journal of Learning Disabilities, v7 n4 pp232-235 Apr 1974, EJ 101 045

*Exceptional Child Research; *Learning Disabilities; *Sex Differences; *Emotional Adjustment; *Failure Factors; Elementary School Students; Cognitive Development; Adjustment (to Environment); Behavior Patterns

A survey of 222 grade school children indicates that sex differences in emotional response to failure might further explain the fact that boys have learning difficulties more often than girls, and that girls' relatively more advanced cognitive development is thought to partially account for the situation.

36. Fagot, Beverly I. Sex Differences in Toddlers' Behavior and Parental Reaction. Developmental Psychology, v10 n4 pp554-558 Jul 1974, EJ 101 388

*Sex Differences; *Behavior Patterns; *Parent Child Relationship; *Observation; *Preschool Children; Sex Role; Child Rearing; Behavior Development

Investigated sex differences in the behavior patterns of toddlers and subsequent parental reactions. Data was obtained from observations in the homes of subjects, and compared to parents' answers on a child rearing questionnaire.

37. Kaufman, A. S.; Kaufman, N. L. Sex Differences on the McCarthy Scales of Children's Abilities. Journal of Clinical Psychology, v29 n3 pp362-365 Jul 1973, EJ 082 271

*Sex Differences; *Scores; *Males; *Females; Sampling; Evaluation; Tables (Data); Cognitive Measurement; Test Interpretation;; (*McCarthy Scales of Children's Abilities)

The purposes of the present study were to compare the scores obtained by boys and girls on the McCarthy Scales of Children's Abilities (MSCA) and to assess differences in their abilities on the tests that constitute these Scales.

38. Paley, Vivian. Is the Doll Corner a Sexist Institution? School Review, v81 n4 pp569-576 Aug 1973, EJ 083 821

*Role Playing; *Child Role; *Sex Differences; *Sex (Characteristics); *Kindergarten Children; Dramatic Play; Parent Child Relationship

39. Saario, Terry N.; And Others. Sex Role Stereotyping in the Public Schools. Harvard Educational Review, v43 n3 pp386-416 Aug 1973, EJ 083 891

*Sex Discrimination; *Stereotypes; *Early Reading; *Textbook Bias; *Educational Testing; Tables (Data); Educational Environment; Language Usage; Curriculum Design; Public Schools

Authors investigated sex role stereotyping in three major areas: elementary school basal readers, educational achievement tests, and differential curricular requirements for males and females.

40. Lichtenberg, Margaret Klee. In Pursuit of the Rare and Role-Free Children's Books. Ms., v2 n4 pp99-102 Oct 1973, EJ 084 400

*Childrens Books; *Sex Discrimination: *Annotated Bibliographies; *Role Perception; Fem nism; Fiction; Biographies; Elementary Education

An annotated bibliography of 68 non-sexist books for children.

41. Nolte, M. Chester. With Prodding from Girls (and Courts), Public Schools are Backing away from Sex Bias in Phys Ed Programs. American School Board Journal, v160 n9 pp20-23 Sep 1973, EJ 084 415

*Court Cases; *Boards Of Education; *Sex Discrimination; *Athletics; *Physical Education; Elementary Schools; Secondary Schools

Examines some recent court cases involving sex discrimination in school athletic events and discusses the implications these cases could hold collectively as far as public schools are concerned.

42. Schoolgirl Athletes Are Shaking Things Up. American School Board Journal, v160 n9 pp23-25 Sep 1973, EJ 084 416

*Athletics; *Sex Discrimination; *Elementary Schools; *Secondary Schools; *Females

Describes instances of participation by girls on traditionally all male sports teams.

43. Brophy, Jere E.; Good, Thomas L. Of Course the Schools Are Feminine, but Let's Stop Blaming Women for It. Phi Delta Kappan, v55 n1 pp73-75 Sep 1973, EJ 084 437

*Educational Environment; *Elementary Schools; *Educational Research; *Sex (Characteristics); *Sex Differences

Discusses the nature of and the reasons for the largely feminine environment in early elementary grades. A rebuttal to two previous PDK articles--June '73 and April '73.

44. Lee, Patrick C.; Wolinsky, Annie Lucas. Male Teachers of Young Children: A Preliminary Empirical Study. Young Children, v28 n6 pp342-352 Aug 1973, EJ 084 998

*Early Childhood Education; *Role Models; *Teacher Behavior; *Sex Differences; Identification; Self Concept; (*Male Teachers; Sex Role Learning)

A pilot study was undertaken to assess behavioral differences between male and female teachers of young children. Observational and interview assessment techniques were used in 18 classrooms (preschool through second grade). Results are discussed in terms of possible effects on children's sex-role experiences and self concept development.

45. Rosenberg, Max. Evaluate Your Textbooks for Racism, Sexism! Educational Leadership, v31 n2, pp107-09, Nov 73, EJ 085 567

*Guidelines, *Instructional Materials, *Evaluation Criteria, *Textbook Bias, *Sex Discrimination, Racism, Public Schools, Teacher Responsibility, Minority Groups, Females

Article presented criteria for evaluating the treatment of minority groups and women in textbooks and other learning materials.

46. Brody, Celeste M. Do Instructional Materials Reinforce Sex Stereotyping? Educational Leadership, v31 n2, pp119-22, Nov 73, EJ 085 570

*Instructional Materials, *Stereotypes, *Females, *Sex Discrimination, *Testbook Bias, Reading Material Selection, School Surveys, Elementary School Students, Role Perception

Discussed the necessity for eliminating sexist values from textbooks and reading materials for young readers.

47. O'Donnell, Richard W. Sex Bias in Primary Social Studies Textbooks. Educational Leadership, v31 n2, pp137-41, Nov 73, EJ 085 581

*Sex Discrimination, *Textbook Bias, *Social Studies, *Feminism, *Pictorial Stimuli, Elementary School Curriculum, Tables (Data), Evaluation Criteria

This study was undertaken to see if pictures in primary social studies textbooks (the elementary subject preparing citizens for effective lives in a democracy) are sexually discriminating in role distinctions (the concern of the American Sociological Association).

48. Britton, Gwyneth E. Sex Stereotyping and Career Roles. Journal of Reading, v17 n2, pp140-48, Nov 73, EJ 085 886

*Reading Research, *Career Choice, *Sex Discrimination, *Females, *Textbook Bias, Elementary Education, Secondary Education, Reading Materials

Sixteen reading series are analyzed for sexual stereotyping, citing the limited career roles depicted and the dearth of reading materials provided for females.

49. Levy, Betty; Stacey, Judith. Sexism in the Elementary School: A Backward and Forward Look. Phi Delta Kappan, v55 n2, pp105-109,123, Oct 73, EJ 085 958

*Sex Discrimination, *Feminism, *Elementary Schools, *Stereotypes, *Equal Education, Teacher Behavior, School Organization, Elementary School Curriculum, (Sex Stereotypes)

Presents a feminist case against the elementary school by summarizing existing documentation in this area. Shows the limits of a liberal approach to sexism and suggests directions for future analysis and activity.

ORDER INFORMATION

References which have ED numbers may be ordered from ERIC Document Reproduction Service (EDRS), at Computer Microfilm International Corporation (CMIC). (In those cases where availability is other than through EDRS, ordering information is given after the individual title and annotation.)

1. Give the title and ED number for each item ordered. Specify whether you want hard copy (HC) or microfiche (MF).

2. Price Schedule:
   a. The price for each title ordered in Microfiche (MF) (transparent filmcard) is:

1-479 pages	$.75	576-671 pages	$1.05
480-575 pages	.90	(add 15¢ for each additional 96 page increment, or fraction thereof)	

   To read MF you need a microfiche reader, available in most libraries.

   b. The price for each title ordered in Hard Copy (HC) (photocopy reproduction) is computed according to the number of pages listed with the entry.

Pages	Price
1-25	$ 1.50
26-50	1.85
51-75	3.15
76-100	4.20
101-125	5.40
126-150	6.60

   Add $1.20 for each additional 25 page increment or fraction thereof.

3. Prices do not include postage, which must be added to all orders. Book rate: 18¢ for first pound (one pound is approximately 60 microfiche or 100 hard copy pages); 8¢ per pound increment over first pound. (First class or air mail postage is available at additional cost.)

4. Send order and check to: Computer Microfilm International Corp.
   P.O. Box 190
   Arlington, Va. 22210

00631

Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 16 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, teacher education, language and linguistics), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Resources in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents. CIJE is available at libraries, or by subscription from Macmillan Information, 909 Third Avenue, New York, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a quarterly newsletter ($2.00 - 4 issues) which reports on new programs and publications, and RIE documents of special interest. For a complete list of ERIC/ECE publications, or if you would like to subscribe to the Newsletter write: Publications Office/IREC, College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801. All orders must be accompanied by check or money order, payable to the University of Illinois. Sorry, we cannot bill.

ERIC CLEARINGHOUSES--CURRENT ADDRESSES

CAREER EDUCATION
204 Gable Hall
Northern Illinois University
DeKalb, Illinois 60115

COUNSELING AND PERSONNEL SERVICES
The University of Michigan
School of Education Building
Room 2108, East Univ. & South Univ.
Ann Arbor, Michigan 48104

*EARLY CHILDHOOD EDUCATION
University of Illinois
805 W. Pennsylvania Ave.
Urbana, Illinois 61801

EDUCATIONAL MANAGEMENT
University of Oregon
Eugene, Oregon 97403

HANDICAPPED AND GIFTED
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

HIGHER EDUCATION
George Washington University
1 Dupont Circle, Suite 630
Washington, D.C. 20036

INFORMATION RESOURCES
School of Education, SCRDT
Stanford University
Stanford, California 94305

JUNIOR COLLEGES
University of California
96 Powell Library
Los Angeles, California 90024

LANGUAGES AND LINGUISTICS
Modern Language Assoc. of America
62 Fifth Avenue
New York, New York 10011

READING AND COMMUNICATION SKILLS
1111 Kenyon Road
Urbana, Illinois 61801

RURAL EDUCATION AND SMALL SCHOOLS
New Mexico State University, Box 3AP
Las Cruces, New Mexico 88003

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION
Ohio State University
1800 Cannon Drive
400 Lincoln Tower
Columbus, Ohio 43221

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
855 Broadway
Boulder, Colorado 80302

TEACHER EDUCATION
1 Dupont Circle N.W., Suite 616
Washington, D.C. 20036

TESTS, MEASUREMENT AND EVALUATION
Educational Testing Service
Princeton, New Jersey 08540

URBAN EDUCATION
Teacher College, Box 40
Columbia University
New York, New York 10027

*ERIC/ECE is responsible for research documents on the physiological, psychological, and cultural development of children from birth through age eight, with major focus on educational theory, research and practice related to the development of young children.